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ABSTRACT

Thirty-six participants from the United States have been involved in a teacher exchange program between Florida International University and the school system of Cartagena, Colombia. Known as "Focus: Cartagena," the program revolves around four specific objectives stating that, after experiencing the program, participants should be able to recognize and recall general facts about Colombia, to identify and describe fundamental characteristics and problems of Colombia's educational system, to recognize and describe basic cultural differences between Colombia and the United States, and to develop and maintain a positive attitude toward Colombia. In an effort to evaluate how well these objectives were met, each participant was asked to complete a questionnaire. An analysis of the 23 questionnaires returned revealed that the knowledge and understanding associated with the program's three cognitive objectives were retained; further, the objective of achieving a positive attitude toward Colombia was clearly verified. (A copy of the evaluation questionnaire is appended.) (FI)

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TEACHER EXCHANGE AND INTERCULTURAL COMMUNICATION

A Follow-Up Evaluation of an Attempt at International Understanding and Appreciation...

A paper presented at the

Second Summer Conference on
Intercultural Communication
of the Speech Communication Association

July 17-21, 1978

University of South Florida
Tampa, Florida

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TEACHER EXCHANGE AND INTERCULTURAL COMMUNICATION

A Follow-Up Evaluation of an Attemp at International Understanding and Appreciation...

International exchange programs abound. They come and go--students, professors, lecturers, teachers, businessmen, ad infinitum. This paper is concerned with one part of this coming and going, namely the exchange of teachers.* It presents a follow-up evaluation of the end of program reports written by participants in a teacher exchange program sponsored by Florida International University.

Beginning in the summer of 1974, Florida International University has sponsored a program known as Focus: Cartagena. In this program, preservice teacher education students and teachers are given the opportunity to visit and observe in diverse educational environments in the school system of Cartagena, Colombia. Contact with Colombian teachers and students are considered an essential part of this visit/observation program. There have been approximately 40 American participants in this teacher exchange program in four separate groups. They will be the source of the evaluative data for this paper. A recent reciprocal

*The numbers associated with teacher exchange programs are by no means insignificant. Between 1949 and 1976, official U.S. programs monitored by the Board of Foreign Scholarships saw the participation of 8,000 American Teachers and 14,781 foreign teachers. See: Board of Foreign Scholarships, Report on Exchanges, 14th Annual Report. U.S. Government Printing Office, 1977. p. 16.

visit (January 1978) by 8 Colombian teachers to Florida International University and Miami will not play a part in this current study, but the author intends to gather survey data from these teachers sometime in the near future.

Purpose of the Program

Teacher exchange programs, like most other international exchange programs, have very high sounding purposes. And so it should be! We <u>are</u> interested in mutual understanding, in the broadening of personal views. We <u>are</u> interested in bridging cultural barriers, in attaining cultural understanding. We <u>are</u> interested in goodwill and appreciation! There's no doubt about it! There's one problem, however, with these high sounding objectives. They are very difficult to evaluate, and often times it is assumed that they are achieved through the simple act of cross cultural contact and knowledge.

Unfortunately, this is not always so. Contact <u>does</u> always result in some type of communication. But it does not have to be communication that necessarily results in understanding and appreciation. Contact can result in reinforcement of preconceived notions, in distorted communication, in ethnocentric attitudes.[1] The determination of whether contact has resulted in positive versus negative communication is made twice as difficult with the lack of specific program objectives.

Focus: Cartagena is no different from most other exchange programs. The real objectives of the program are high sounding. Understanding and appreciation of Colombia and its people, of Colombia's educational system and its particular problems, are among these high sounding objectives. The program considers it essential for teachers to know and appreciate different cultures, and preprogram orientation, in country school observations, discussions and seminars, the living of the culture, all are supposed to lead students to this knowledge and appreciation (see Appendix B for August /77 Program Schedule). The question is how does one prove that this knowledge and appreciation are achieved?

Well, social scientists and behavioralists have partially resolved this evaluative dilemma. Be specific! Translate those broad terms of knowledge and appreciation into specific behavioral hypotheses, or specific behavioral objectives. So be it!

The Focus: Cartagena Teacher Exchange Program revolves around four specific objectives. It is hypothesized that participants, after experiencing this program

1. will be able to recognize and recall general facts about Colombia and Colombians,
2. will be able to identify and describe fundamental characteristics and problems of Colombia's educational system,
3. will be able to recognize and describe basic cultural differences between Colombia and the United States,

4. will develop and maintain a positive attitude towards Colombia and its people.

Understanding, knowledge and appreciation are now summarized in three cognitive objectives and one affective objective. It is hoped that the Focus: Cartagena program will result in the achievement of these specific objectives, thus indicating that the more general sounding program goals have been achieved...

Purpose of the Study

Simply put, the purpose of this study is to verify the achievement or lack of achievement of program objectives. In short--evaluation. Now the evaluation of exchange programs has progressed steadily from "shaky" beginnings in the immediate post World War II era. In the 1950's it was noted that there was an evident lack of instruments for evaluating the effectiveness of exchanges "designed to promote good will and mutual understanding."[2] In the early sixties, progress was noted and the evaluation of exchanges was said to be entering an early stage of social science development.[3] Still, the value of increasing "scientific" evaluation efforts was questioned[4] and, in the 1970's, the concern for the systematic evaluation of exchange programs continues.[5]

Systematic attempts to evaluate exchange programs have utilized opinion surveys, narratives, observations, interviews, follow-up research, etc.[6] The present effort is a descriptive follow-up study based on previous end of program evaluation reports written by program participants. Its principal goal is to validate these end of program narratives or summative measures. This validation is seen in the continued retention of the specific knowledge associated with the three cognitive program objectives, and in the continued presence of the positive attitude inherent in the program's affective objective. Finally, an attempt will be made to relate cognitive retention and characterization of attitudes to the variables of language ability, professional status, and sex.

Method and Procedures

Initially, two self report strategies were to be used to verify cognitive retention and positive attitude. The end of program reports of the 36 participants were analyzed in order to develop a survey questionnaire. The resulting questionnaire had 40 items (35 selection type, 5 supply type), and is included in Appendix A. The items include general and specific areas of knowledge related to Colombian society, education and culture which participants mentioned in their end of program reports. Participants were requested to speak specifically in these reports of the insights they had gained through program participation

into Colombian education and culture. Of the items in the survey questionnaire, 10-1/2 relate directly to the first objective of the program, 13-1/2 to the second, and 8 to the third. The fourth objective is measured by six items. Finally, two items in the questionnaire are concerned with the dependent variables of language and professional status.

The second self report strategy which was to be used was an interview. This interview was to include general questions about Colombian education and culture, and was to include questions regarding language ability and professional status. However, due to the delay in questionnaire return, this step was never reached, and the current paper deals only with the analysis of questionnaire data.

The survey effort was begun in mid May. First a letter was sent to all past participants alerting them to the fact that the Focus: Cartagena program was to be evaluated in order to improve upon the existing program package. Approximately one week after this, the questionnaire and an accompanying note was sent to each participant. A self addressed, stamped envelope was included for prompt return. In all, 23 questionnaires were returned in time for computer analysis. A 24th questionnaire arrived too late, but is included in the review of supply type questionnaire items.

Data Analysis

The 23 questionnaires received from program participants can be broken down as follows. 13 were from experienced teachers,

and 10 were from non-teachers. 8 were from people with functional Spanish speaking ability, and 15 were from non-Spanish speakers. Also, 9 were from males, and 14 were from females. In terms of the program as a whole, the 36 participants have the following breakdown: 24 were experienced teachers; 12-non-teachers; 8-Spanish speaking; 28-non-Spanish speaking; and 23 females; 13 males.

In the following analysis of data, the selection type items will be discussed first. Then, those items which did not lend themselves to computer analysis will be reviewed.

a. Data Analysis: Selection type Items

Items 10, 12, 19, 26, 28, 37, 38, and 39 on the questionnaire survey relate directly to the first program objective. These items deal with general knowledge of Colombian society--questions of race relations, class structure, economic development, and general notions of geography and history. All but the general notions stem from the analysis of end of program reports.

There were few surprises in the responses to the general knowledge items. The overwhelming majority of respondents indicated that they knew the name of Colombia's capital, the country's geographic position in South America, and its Spanish heritage (items 37, 38, and 39 respectively). They also indicated a clear understanding of the country's class structure (item 26), the widespread nature of poverty in Colombia (item 19), and the lack of equal opportunity given this class structure and poverty (item 12). The responses dealing with questions of race and

local geography, however, were more diverse. Responses to item 10, which dealt with racial prejudice, were more or less evenly divided (1, or 4. 35%, strongly disagreed; 7, or 30. 43%, disagreed; 10, or 43. 48% agreed; 2, or 8. 70%, strongly agreed; and 3 were not sure). This relatively even dispersal perhaps reflects the more complicated nature of race relations in Latin America, where racial prejudice is considered more of a social type prejudice. This area would seem to call for more discussion and clarification in future programs.

Finally, the response to item 28, the location of population centers in Colombia, was disappointing. While a majority of the respondents saw the item as incorrect (4, or 17. 39% strongly disagreed; and 10, or 43. 48% disagreed) the 7 "not sure" responses and the 2 "agree" responses indicate that Colombian geography should perhaps be given a bit more emphasis in the program. The narrow geographic focus of the program (participants usually remain in the general vicinity of Cartagena) may also contribute to this lack of geographic knowledge and interest.

In relating the general knowledge items to the dependent variables of professional status and language, a few things stand out. In most cases, respondents are either evenly divided or lumped together regardless of these variables. However, in terms of the problem of equal opportunity, teachers seem more perplexed, since the 5 "not sure" responses, or 21. 74% of the sample, were teachers. In terms of item 26, which deals with Colombian class structure, 9 of the 11 strongly disagreeing with this statement were teachers. Finally, 7 out of the 8 Spanish

speaking respondents indicated a correct geographic knowledge of Colombia's population centers. We will return to the implications of these variable differences in the conclusion of this paper.

Turning now to the survey items dealing with Colombian education (Program Objective #2--items 1, 2, 3, 4, 6, 14, 16, 17, 22, 27, 29, 31), the overwhelming majority of respondents saw Colombian students as highly motivated (items 14 and 22). This fact is continually referred to in end of program reports as standing in marked contrast to the situation in the U.S. Also, a clear majority of respondents recalled tha INEM and SENA are innovative schools (item 4) and that a lack of school materials is a continuing educational problem (item 6). A student in Colombia also would seem to have fewer choices given the country's level of development (item 17) and in general, Colombian education is traditional in nature (item 31). There were few surprises in these responses.

However, there were some surprises related to Objective #2. The response to item #1 was disappointing. The Catholic Church's position in Colombian education is not "steady and growing" but barely 50% of the sample disagreed with the statement, while 30% agreed and 20% were not sure. A more thorough discussion of Church influence and power should be included in future programs.

Also, the evenly dispersed responses to item 2 were surprising. Academic education, as opposed to vocational and technical, is still favored in Colombia. But 10 disagreed, 1 was not sure, and 12 agreed with the statement--indicating

confusion. The fact that even in innovative vocational schools enrollments are larger within academic tracts should be pointed out more clearly in the future.

The fairly even spread of responses to item 16 was likewise surprising (13 disagreed, 3 not sure, 7 agreed). The major problems faced by Colombian teachers, like poor facilities and lack of resources, are not at all similar to major U.S. problems of discipline, violence, and poor motivation. The problem here, however, might be in the wording of the item. This definitely requires some further pondering. The 9 disagreeing and 3 not sure responses to item 29 was also surprising. In Colombia, the lack of trained teachers is a very serious problem.

Relating the dependent variables to the item responses dealing with Objective #2, some interesting things are seen. First, in a number of cases (items 1, 2, 3) Spanish speaking respondents as a group indicate a greater understanding of item content. This is especially true in item 3, where 7 out of the 8 Spanish speaking respondents recognized qualitative differences across schools. Undoubtedly, this stemmed from impressions received from talking to individual students and teachers. In item 16, 6 out of the 8 Spanish speaking respondents clearly saw the problems faced by Colombian teachers as being different from those faced by North American teachers. The implications of these differences will be returned to in the conclusion of the paper.

Turning now to the items dealing with Program Objective #3, (items 8, 13, 18, 20, 21, 25) it should be pointed out that the principal cultural differences referred to in end of program re-

ports were the traditional nature of Colombian society, expecially in terms of female/male roles, and the less hurried, slower pace of Colombian life. In responding to the items dealing with the first cultural difference (items 8, 20) the overwhelming majority of respondents still believe Colombia to be a less flexible, more traditional society. The overwhelming majority of respondents also continue to believe that Colombia is a more relaxed, less hurried society. (items 13, 21, 25).

Item 18, which deals with materialism as a guiding societal standard, drew varied responses. Perhaps this is understandable given the conflict between the historical importance of spiritual type values on the one hand--family, friends, religion--versus the tremendous modern concern for economic development in Colombia and in the whole developing world.

Finally, relating the dependent variables to the above item responses does not lend itself to many surprises. In terms of item 8, all 6 who strongly agreed with this statement are female, indicating perhaps a disenchantment with the more traditional male/female role relationships in Colombia. The other item which stands out when it is correlated with our dependent variables is #18. 8 out of the 12 respondents who do not see materialism as a guiding standard in Colombia are teachers. This fact, perhaps indicates that their professional experience and maturity aided in understanding the more subtle messages given off by Colombian society and culture.

Finally, Program Objective #4 is related to items 7, 11, 15,

23, 24, 30, and 40. The responses to these items clearly indicate a continuing positive attitude among respondents towards Colombia and Colombians. Overwhelmingly, participants labelled Colombia as friendly (item 7), and the Colombians they met as helpful (item 11), warm (item 15), and hospitable (item 30). The response to item 24 indicates that the majority of participants were prepared for the economic poverty encountered in Colombia (13 or 56. 52% agreed, and 1, or 4. 35% strongly agreed). I was pleased with this response, since one of the most disturbing things in the developing world is visible widespread poverty. Preparation for this fact of life, and efforts to understand its societal implications, are essential for developing a positive attitude towards Colombia and Colombians (and for maintaining this attitude after the revolution !).

The adjectives chosen from the adjective check list (item 40- half of these adjectives were taken directly from end of program reports) also indicate a continuing positive attitude. "Hospitable" was chosen by 17, or 73. 91% of the respondents. "Sociable" and "friendly" were the fourth and fifth most chosen adjectives, with an equal number of respondents, 9, or 39. 13%. choosing both. The second most popular adjective was "relaxed" chosen by 14, or 60. 87% of the sample. Finally, "impoverished" was the third most popular, with 13, or 56. 52% choosing it. This choice correlates positively with some of the findings mentioned above regarding pace of life and poverty in Colombia. It also correlates positively with end of program reports, where the adjectives friendly, helpful, warm, hospitable, and poor, in that order, were the most frequently mentioned.

Finally, in relating the above responses to the dependent variables, one interesting fact is that 9 of the 13 respondents who indicated that they were prepared for the poverty encountered in Colombia were teachers, indicating perhaps higher levels of experience and sophistication among this group. 5 of the 6 who indicated that they were not prepared were female...

Also, in terms of choosing the adjective "hospitable" some interesting facts appear. 11 out of the 13 teacher respondents chose this adjective. I believe that the gracious hospitality shown to us in Colombian schools is such a marked contrast to what occurs to visitors in most American schools, this fact stood out in teachers' minds. Also, 8 out of 9 male respondents chose this adjective...

b. Data Review: Supply type items

The review of the data presented in the open ended type items will follow the order of the items as they appear in the survey instruments.(The data here comes from 24, not 23, questionnaires.)

Item 32 asked respondents to list 3 principal differences between the American and Colombian ways of life. A quick review of the data generated by this item indicates validation of many of the ideas presented in the previous section of this paper. The standard of living--high in the U.S. and low in Colombia--was cited by 16 participants as a principal difference between the two countries. A number of respondents went on to explain that the standard of living in the U.S. contributed to a

materialistic acquisition mentality, while the standard of living in Colombia led to a "survival" type mentality.

Sixteen of the respondents also cited the slower pace of life in Colombia as a principal difference, further verifying the importance of this cultural difference in the impressions of program participants.

Wider class differences was cited by 8 participants, lack of social mobility and opportunity by 4, the importance of the extended family unit and of education by 3, and the carefree lifestyle and an unstable political situation by 2, as principal differences between the two countries.

The responses to this item seems to confirm what previous data analysis has indicated. That is, the PP syndrome, or Pace and Poverty are among the most impressive highlights of the Focus: Cartagena Program.

Item 33 has two parts, the first dealing with problems faced by Colombian schools, and the second dealing with problems faced by Colombian society. Respondents listed lack of materials and resources (10), lack of trained teachers (7), inadequate funding (6), too many students per teacher (5), as principal problems in Colombian schools. Other school problems mentioned were too much emphasis on traditional curriculums (4), and Church power (2).

In terms of society, poverty and the low standard of living for the masses were cited as the principal societal problem (15). The second principal societal problem mentioned was the lack of a large defined middle class (8). Other societal problems

mentioned include: position of women (3), lack of equal opportunity (3), low health standards (3), and politics (3).

Item 34 asked respondents to list three values which they considered were important to Colombians. In reviewing the responses, family and education tied as the most popular choices with 10 apiece. Also mentioned as important values were religion (7), modernization (3), class consciousness (2), and tradition (2).

Item 35 asks for a listing of 3 basic characteristics remembered about Colombian education. Respondents indicated that among the most important characteristics were a continued emphasis on academic tradition (8), as contrasted with a new emphasis on vocational/technical education (8). Also mentioned were the lack of universal primary education (5), a shortage of educational materials (4), and good discipline and motivation among students (4). Large teacher/student ratios (3), and low teacher pay were also mentioned. These characteristics complement and confirm many of the ideas presented in the previous section of this paper.

Finally, in item 36 an open ended sentence "Colombia is known for its..." included obvious responses like coffee, emeralds, leather, etc. What was surprising, however, was that 13 of the respondents listed drugs (dope, marijuana, grass, pot, cocaine...) as a most important product of Colombia. Hopefully, the widespread knowledge and continuing publicity about the Colombian connection will not have an adverse effect on people wanting to visit this most interesting and beautiful country...

Conclusion

The present evaluation effort is limited in scope. This point definitely stands out from the author's review of general research methods and evaluation literature. However, in terms of the evaluation of "exchange of persons" programs it is definitely one of many necessary steps in the right direction. Too many things tend to be assumed by the initiators and directors of exchange programs. This is probably due to fact that the hopes and faith directed towards such programs are of the highest and noblest kind. The unerring belief still is that exchange, intercultural contact and communication, will help develop among all men..."a capacity for empathy, a distaste for killing other men, and an inclination to peace."[7] And so it shall be, with proper planning, implementation, and evaluation.

The author is neither overwhelmingly satisfied nor overwhelmingly disappointed with the present evaluation effort. As a whole, the results indicate that the knowledge and understanding associated with the program's three cognitive objectives have been retained. The participants' general knowledge of Colombian society was verified in all cases, with the exception of race relations and internal geography. These two knowledge areas merit deeper attention in future programs.

In terms of the overall knowledge retention related to the basic characteristics of Colombia's educational system, the results of the evaluation effort were also satisfactory. The

high level of student motivation, the problems with resources and materials, the general traditional nature of Colombian education, all of these facts were verified through data analysis. However, the answers to items dealing with the educational power of the Church, the academic emphasis in Colombian schools, and the unique nature of teacher problems in developing countries were less than satisfying, and tended to conflict with end of program reports. These areas deserve more emphasis in future programs.

In terms of cultural and societal differences, participant responses tended to verify immediate post program impressions that Colombia is a more traditional country than the United States and that the pace of Colombian life is certainly slower. The dispersed responses to the idea of materialism as a guiding societal standard, I believe stems from the clear dichotomy between the concern for economic modernization and historical spiritual values of this country.

In terms of the continued positive attitude towards Colombia, the achievement of this objective seems to have the clearest verification. The positive attitude stemming from the Focus: Cartagena experience, definitely remains.

When one takes into consideration the dependent variables incorporated into this evaluation effort, some implications can be seen. Language ability would seem to lend itself to a more adequate general knowledge of Colombia. This might be, however, directly due to the fact that the people who spoke Spanish in the

program had more direct opportunity prior to the program to study about Latin America and Latin Americans. Language ability, however, I believe contributed to a deeper understanding of Colombian education. This was certainly true in the case of understanding the varying quality of Colombian schools and the special problems faced by Colombian teachers.

In terms of the teacher respondents, their answers might be seen as evidencing more perplexity and maturity but it is difficult to make a clear assertion at this time. However, in terms of sex, it is safe to say that girls in the program were clearly affected by the traditional nature of Colombian society, especially in relation to sex roles. This fact of life is underlined in orientation and course materials, but it would seem to merit further attention in the future.

Turning now to the disappointing facts of this evaluation effort, they can directly be related to its limited scope. Pretesting, in program evaluation, and post program reports will be used in all future Focus: Cartagena programs. Also, a definite effort will be made to gather and evaluate the impressions of Colombians toward this program. By incorporating these strategies into the program, I don't intend to sell my soul to social scientists at the expense of the human. I do intend, though, to better verify and improve upon the achievement of program objectives.

Finally, in terms of the most pervasive impressions received by participants in this program, Pace and Poverty, the pace of life in Colombia is one of the magnets that keeps drawing me back to the Latin American culture zone. Pox on Technology if it radically affects this value. As for poverty, I stand by my remark on page 11...

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APPENDIX A

CARTAGENA QUESTIONNAIRE

Please place before each of the following statements, the number which most clearly reflects your opinion.

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

1. _____ The position of the Catholic Church in Colombian education is steady and growing.

2. _____ Despite some evidence to the contrary, an academic secondary education (college bound program) is favored in Colombia.

3. _____ The quality of education is fairly standardized in Colombia.

4. _____ INEM and SENA are considered traditional type schools.

5. _____ Lack of Spanish speaking ability was a serious problem in gaining insight into the basic characteristics of Colombian education.

6. _____ Availability of resources and materials does not seem to be much of a problem in Colombian schools.

7. _____ All things considered, Colombia seemed to be a friendly country.

8. _____ Colombian culture is less flexible than our own.

9. _____ The common bond of being a teacher greatly contributed to your understanding and appreciation of Colombian education.

10. _____ Racial prejudice is evident in Colombia.

11. _____ All things considered, Colombians tended to be very helpful.

12. _____ In your estimation, a lack of equal opportunity is a fundamental problem in Colombian society.

13. _____ A notable cultural difference that you encountered was the slower pace of life in Colombia.

14. _____ Colombian students can usually be described as concerned and motivated.

15. _____ All things considered, the Colombians you met in Cartagena tended to be very warm.

16. _____ The educational problems faced by Colombian teachers are very similar to those faced by teachers in Florida.

17. _____ A student in Colombia has more choices than a student in the United States.

18. _____ Materialism is a guiding standard in Colombian society.

19. _____ Poverty is the most pressing problem in Colombia.

20. _____ All things considered, Colombians were more flexible than traditional.

21. _____ Colombians always seem to be in a hurry.

22. _____ Lack of student motivation is a primary educational problem in Colombia.

23. _____ Colombians demonstrated a positive attitude toward American teachers.

24. _____ I was prepared for the poverty which I experienced.

25. _____ Colombia seems to have a more relaxed life pace as compared to the United States.

26. _____ The middle class makes up approximately 50% of the Colombian population.

27. _____ The value placed upon education in Colombia is less than the value placed upon education in the United States.

28. _____ The major population centers of Colombia are located in the southern part of the country.

29. _____ A continuing problem in Colombian education is uncertified teachers.

30. _____ All things considered, Colombians tended to be very hospitable.

31. _____ Education in Colombia is usually associated with the status quo.

Please answer the following questions by filling-in the blanks.

32. List three principal differences between the American way of life and that of Colombia:

_____ _____

_____

_____

33. Name two principal problems that you encountered that affect Colombia's schools and two problems that affect Colombian society:

Schools - _____

_____

Society - _____

_____

34. Name three values which seem to be very important to Colombians:

_____

_____

_____

35. Name three basic characteristics that you remember about Colombian education:

_____

_____

_____

36. Colombia is known for its _____

_____

Please circle the correct response:

37. The capital of Colombia is:

a. Medellin b. Bogotá c. Cartagena d. Cali

38. Colombia used to be a colony of:

a. Portugal b. Spain c. Panamá d. England

39. Which is not a neighboring country to Colombia:

a. Ecuador b. Panamá c. Bolivia d. Venezuela

40. Circle <u>five</u> of the following adjectives that best describe <u>your</u> impressions of Colombians.

accepting	pleasant	trusting	relaxed	materialistic
carefree	docile	flexible	liberal	sociable
sensible	helpful	realistic	warm	resentful
ambitious	friendly	religious	considerate	progressive
unconcerned	humanistic	rejecting	dignified	innovative
hospitable	impoverished	intelligent	ethnocentric	exciting

APPENDIX B

P R O G R A M A - ORGANIZACION DEL INTERCAMBIO

GRUPO DE LA UNIVERSIDAD INTERNACIONAL DE FLORIDA --- CARTAGENA

8 DE AGOSTO A 20 DE AGOSTO /77

Semana 8/1/77 - 8/7/77			ORIENTACION
LUNES 8/8/77	MAÑANA	8:30 a.m.	COLEGIO ANA MARIA VELEZ DE TRUJILLO. (PROMOCION SOCIAL).
	TARDE	4:00 p.m.	SENA (CENTRO).
		6:00 p.m.	COLEGIO NOCTURNO RAFAEL NUNEZ.
MARTES 8/9/77	MAÑANA	8:30 a.m.	COLEGIO DPTAL. NTRA. SRA. DEL CARMEN. Directora BERTHA CRISMATT DE GONZALEZ.
		10:30 a.m.	CONCENTRACION MERCEDES ABREGO.
	TARDE		D E S C A N S O.
MIERCOLES 8/10/77	MAÑANA		REUNION CON RECTORES EN EL COLEGIO ANA MARIA VELEZ DE TRUJILLO.
	TARDE	2:30 p.m.	LA NORMAL.
JUEVES 8/11/77	MAÑANA		INEM.
	TARDE		COLEGIO LA ESPERANZA
VIERNES 8/12/77			VISITA A SAN JACINTO.
SABADO 8/13/77			ALMUERZO EN LA BOQUILLA.
DOMINGO 6/14/77			L I B R E.
LUNES 8/15/77	MAÑANA		COLEGIO MATILDE TONO DE LEMAITRE-BACHILLERATO ACADEMICO.
	TARDE		COLEGIO MAYOR DE BOLIVAR
MARTES 6/16/77			VISITA A R E N A L COLEGIO MAURICIO NELSON VISBAL.
MIERCOLES 8/17/77			D E S C A N S O.
JUEVES 8/18/77			
VIERNES 8/19/77			
SABADO 6/20/77		S A L I D A	